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ABSTRACT

The ACCEPT (Adult Computer Competency Educational Program Training) computer literacy project at an adult education and job training center in Pennsylvania was adapted for use with adult basic education students with children to provide computer skills development, an understanding of how computers are used in their children's education, and an opportunity for parents to review their own basic skills during the program. During the first part of the project, the ACCEPT plan was modified to serve parents directly rather than children and parents together, and a curriculum was developed. During the second part of the program, 29 ABE participants (9 more than planned) were provided with 24 hours of instruction (2 days per week for 2 hours each session). The instruction included computer literacy and a review of the various types of software being used to teach basic skill areas in the local school districts. It also included instruction on methods parents could use to share their knowledge with their children. Evaluation of the project showed that participants made excellent progress in their own basic skills and reported a better understanding of and communication with their children. The project was so popular that it ended with a waiting list of 50 people; other possibilities for funding continuation of this type of project are being explored. (The report includes the course outline, handouts, quizzes and exercises, pretest and posttest samples, sample application forms, student comments, publicity and public relations materials, and suggested resources.) (KC)

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ED353383

Final Report

Computer Connections

Carol Molek, Adult Education Director
Troy Scott, Computer Resource Specialist

91-92

Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
717-248-4942

98-2056 - $5000

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Acknowledgments

We wish to thank the Pennsylvania Department of Education for funding this project and especially Dr. John Christopher, Ed.D., Director, Bureau of Adult Basic and Literacy Education for his support of our programs.

We also extend gratitude to PDE Special Projects Advisor, Dan Partin, for his technical assistance and guidance. Funding for "Computer Connections" has allowed us to enhance and develop our programming and delivery of much needed services to our area's adults.

As always we value the support of the Tuscarora Intermediate Unit Board and our Executive Director, Dr. Dale Heller. The Intermediate Unit continues to recognize our unique contribution to the total organization.

-Carol Molek, Project Director

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Appendices:

- Course Outline, Handouts, Resources
- Quizzes, Exercises
- Sample Application Forms
- Student Comments: Why are you enrolling in Computer Connections?
- Pre and Post Test Samples
- Participants' Comments and Evaluations
- Publicity/Public Relations

Abstract

Title: Computer Connections

Director: Carol Molek
Address: TIU Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
Phone Number: (717) 248-4942

Project: 98-2056
Federal Funding: $5,000

Duration of Project:
From: 7/1/91 To: 6/30/92
Number of Months: 12

Objectives:

- to adapt the ACCEPT computer literacy project for use with local Adult Basic Education parents to provide computer skills development, to provide an understanding of how computers are used in their children's education and to provide an opportunity for parents to review their own basic skills during the program.
- to implement the above curriculum with 20 Adult Basic Education parents

Description:

"Computer Connections" was an adaptation of a previous 353 project (ACCEPT: Adult Computer Competency Educational Program Training #98-8015 - Mountain View School District) for use on a local level. "Computer Connections" gave ABE parents the opportunity to review basic skills at various grade levels as they worked with representative types of educational software. The program helped parents develop the knowledge and confidence to assist and support their children and their children's teachers in the learning process. In addition, the program recognized that computer literacy has become a basic skill and this project allowed the parent to develop essential computer skills so important in many facets of life in the 90's.

Target Audience:

Twenty (20) Adult Basic Education parents who desired to learn about computers so that they may improve their own skill and support their children's educational experiences.

Products:

- Adapted computer literacy curriculum for ABE parents
- Final report documenting the progress and success of the entire program.

Method of Evaluation:

A positive evaluation was based on:

- adaptation of ACCEPT project, development of curriculum
- participation of 29 Adult Basic Education parents in computer family literacy instruction (20 planned)
- final report including the curriculum adaptations, the plan and implementation of the program to be disseminated by the Tuscarora Intermediate Unit, AdvancE and the Pennsylvania Department of Education.

Computer Connections

Introduction

"Computer Connections" was an adaptation of a previous 353 project (ACCEPT: Adult Computer Competency Educational Program Training #98-8015 - Mountain View School District) for use on a local level. The ACCEPT program was designed to deal with parents who were not computer literate, had developed a fear of computer technology or had experienced a technological gap between their own and their children's educational development. Through ACCEPT, parents and children worked together to learn basic computer literacy in order to achieve the objectives of bringing adults into the school system, learn about the school district's instructional computer hardware and software, and provide adults with the opportunity for self esteem improvement and career awareness. "Computer Connections" adapted the ACCEPT project in which computer literacy training was used as a vehicle to provide Adult Basic Education parents with an understanding of how computers are used to teach basic skills in their children's classrooms.

"Computer Connections" differed from ACCEPT in that parents were encouraged to develop their own skills apart from their children. "Computer Connections" gave ABE parents the opportunity to review basic skills at various grade levels as they worked with representative types of educational software. The program helped parents develop the knowledge and confidence to assist and support their children and their children's teachers in the learning process. In addition, the program recognized that computer literacy has become a basic skill.

This project allowed the parents to develop essential computer skills so important in many facets of life in the 90's.

There definitely has been a need to bridge the technology gap currently experienced by Adult Basic Education parents in our area. Parents needed to understand how the computer is helping to teach basic skills so that they may support their children. Evidence of this gap often follows typical statements of parental pride. One Adult Basic Education parent remarked, "My daughter is using the computer in first grade! She really likes it, but I haven't got a clue about what she's doing. I wish I could learn more about it."

Many parents expressed a reluctance to approach the classroom teacher about computers because they lacked a basic understanding of the computer and its role in education. Although parents may have mastered basic skills, they often felt unable to assist their children because the methods by which the children are being taught often make the learning experience so different from their own.

The goal of this program was to bridge the technology gap and give parents computer literacy skills for their own use so they would become more comfortable with their children's educations. The program provided parents with the opportunity to develop computer skills and to develop an understanding of how computers are used in education. By reviewing basic skills at various levels, parents learned to assist and support their children while also improving their own basic skills. The parents attained valuable computer skills to assist them in their own development.

Throughout the 1991-92 year, interested participants enrolled in this program. The time frame for project activities follows:

- July, August, September, October '91 - Adaptation of ACCEPT project/development of curriculum.

- November '91 - April '92 - Computer literacy instruction: in groups of approximately ten students.

Computer Literacy Class Schedule

Session		Dates		Hours
1	November '91	5	7	4
		12	14	4
		19	21	4
	December '91	3	5	4
		10	12	4
		17	19	4
				24 hours
2	March '92	10	12	4
		17	19	4
		24	26	4
		30		2
	April '92		2	2
		7	9	4
		14	16	4
				24 hours

Project Director was Carol Molek. Ms. Molek has over 8 years experience coordinating adult programs for the IU and developing and implementing special projects. Ms. Molek directed the project, supervised the other personnel involved, was responsible for maintaining the planned time frame, recruited program participants and reported to and communicated with the Department. The instructor for the project was Troy E. Scott, Computer Resource Specialist. Mr. Scott has one year experience as an ABE instructor and over 3 years experience in the computer field using both main-frames and microcomputers. He also has conducted pre-vocational training with ABE students and instructed GED students in computer literacy. Mr. Scott was responsible for adapting the curriculum, preparing curriculum materials, selecting computer software, providing instruction and conducting follow-up activities.

The audiences that benefited most from this program were adults who lack the basic skills in the computer area. "Computer Connections" was directed to adults having children in school and who (a) have left or graduated from school prior to the "computer revolution," (b) have children now in school programs involving the use of a computer, (c) have developed a fear of computer technology, or (d) have experienced a feeling of remoteness in the educational development of their child because of a lack of contact and understanding of this technology. It was specifically targeted and involved those adults whose basic education development is below their potential, especially those who do not hold a high school diploma.

Permanent copies of this report can be obtained from:

Bureau of Adult Basic and Literacy Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

"Computer Connections" was administered by the Tuscarora Intermediate Unit No. 11. The TIU is a local education agency which provides educational and management services to 9 school districts and 3 area vocational technical schools in Fulton, Huntingdon, Juniata and Mifflin Counties.

The Intermediate Unit operates or oversees all Adult Center programs at the TIU Adult Education and Job Training Center. Center programs have included 306/321 ABE and GED programs; ACT 143 Program; the GED Alumni Association; various JTPA Programs; Carl Perkins project for single parents and displaced homemakers and thirty 310/353 special projects.

"Computer Connections" was based at the TIU Adult Education and Job Training Center at the Juniata-Mifflin Area Vocational Technical School in Lewistown, Mifflin County. The Adult Center is the home of a wide variety of adult educational programs meeting the needs of adults in Juniata and Mifflin Counties. February '92 marked the Adult Center's 8th year of successful operation.

Statement of Problem

As adult educators we are always looking for ways to motivate our students to improve their basic skills. Through our routine recruitment efforts we reach many students who are anxious to attain a GED diploma or improve their employment potential. However, the "Computer Connections" project allowed us to establish a different motivational goal and in so doing attract different students to our adult basic education program.

Participants of "Computer Connections" responded to our calls for parents who wanted to know more about computers so they could better understand what their children were learning in school. These parents often felt inadequate when responding to their children's questions or experiences. We were told that this situation often led to a general breakdown of communication between parent and child. "Computer Connections" addressed this problem and led to greater knowledge and skills for parents.

School students are now using a language that many adults do not understand. Students are doing work that their parents may not yet have been exposed to or mastered. Students are often teaching their parents how to use new computer controlled microwaves, dishwashers, or watches. The computer has invaded our homes and our lives and for many adults it is considered an outright enemy. Modeled after the premise put forth in the ACCEPT program, "Computer Connections" is designed to give these adults the computer basics that will not let this gap widen further.

Goals and Objectives

Objectives as stated in the proposal were:

- to adapt the ACCEPT computer literacy project for use with local Adult Basic Education parents to provide computer skills development, to provide an understanding of how computers are used in their children's education and to provide an opportunity for parents to review their own basic skills during the program.

- to implement the above curriculum with approximately twenty (20) Adult Basic Education level parents.

Procedures

The general design involved a two stage plan. Stage One consisted of project adaptation and curriculum development. The curriculum consisted of basic computer literacy and instruction in the use of basic skills software. Stage Two involved implementation of the curriculum. Our plan was for twenty (20) participants to be provided with 24 hours of instruction. Classes operated two days a week for two hours each session. Our goal was for students each to achieve competency levels in operating a microcomputer and to receive instruction in the methodology of typical kinds of educational software.

Results

Both objectives were successfully met. The ACCEPT curriculum was reviewed and adapted for our use. Changes were significant. Whereas the ACCEPT curriculum involved direct training with children and parents, our program served parents directly and their children indirectly. The curriculum development was conducted by the instructor. The instructor generalized and included the various types of software being used to teach basic skill areas in the local school districts. Software owned by the Adult Education and Job Training Center and software owned by other educational institutions wherever licensing agreements permit such use were utilized. Software was purchased only when necessary to legally satisfy licensing agreements or when software was not available from other sources in specific basic skill areas.

The training was delivered to 29 students (20 planned). Classes were scheduled in two separate six week periods. With a plan of 10 students for each class, we served 14 in the first session and 15 in the second. Students worked both on IBM compatible and Apple IIe computers. Hardware for the project is owned by the Adult Education and Job Training Center. The twenty-four hours of instruction included computer literacy and a review of basic skills software. Computer literacy instruction included a review of the component parts of personal computer systems and their operation, basic keyboarding, computer uses in education and other areas, and consumer education aimed at providing parents with an understanding of when a home computer purchase can be justified. The review of educational software included instruction in the use of several different types

of educational software packages. The review provided the basis for instruction on how the computer is used in the classroom and provided the basis for discussion on how the parent can help support this type of instruction. Included was instruction on methods parents could use to share their knowledge with their children.

Evaluation

Evaluation has been a continual process. A computer literacy pre and post test was developed and administered. Students' progress records were kept noting computer skills achieved and confidence and ease in working with the computer. Measurement of total achievement and success has been based on completion of:

- adaptation of ACCEPT project, development of curriculum
- training 29 Adult Basic Education parents to participate in computer family literacy instruction (20 planned)

In addition, a detailed curriculum outline is attached.

Dissemination

This project will be available for dissemination through:

Bureau of Adult Basic & Literacy Education
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

and

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Specific questions should be directed to:

Carol Molek
Tuscarora Intermediate Unit
Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044
(717) 248-4942

Conclusions/Recommendations

We are extremely pleased with the outcome of "Computer Connections." Participants made excellent progress in their own basic skills and reported to us a better understanding of and communication with their children. The problem which was very apparent right from the beginning was the popularity of the program. We had a waiting list of over 50 people we could not serve because of the funding limitations of this small project. We are currently exploring other possibilities to continue this type of family literacy training in the future.

COMPUTER CONNECTIONS

Course Outline, Handouts, Resources

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

COMPUTER CONNECTION

I. Intro to the course/goals
   - A. Pre-test (majority of the questions are from Computer Literacy by Caleb & Crowell)
   - B. Hand out books (Computer Literacy by Caleb & Crowell) and assign first 6 chapters.
   - C. Get the class started with Introduction to the Apple Tutorial Computer diskettes
   - D. Get the students started on the Oregon Trail
     1. Critical thinking
     2. Decision making
     3. Math Skills

II. Getting to know the Computer
   - A. Review the first 6 chapters in unit A (Computers and Computer Systems)
   - B. Go through the Inside Story diskette
   - C. Follow-up on the questions at the end of the Inside Story
   - D. Review the different storage mediums
     1. Hard drive
        - a. sizes
        - b. speed
        - c. prompt
     2. Floppy disks
        - a. sizes
        - b. capacities 1.2 & 1.44
     3. Bernoilli cartridges
   - E. Proper care of diskettes

III. Review Education Software I
   - A. Review second 6 chapters of Computer Literacy Unit A
   - B. Introductory to educational software
   - C. Allow the group to experiment with different packages
   - D. Assign Unit B for next class

IV. Review Educational Software II

V. Appleworks Tutorial
   - A. Review Unit B and answer any questions
   - B. Introduction to Appleworks Tutorial
   - C. Assign Unit C to read over the weekend

Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 BelleVernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX
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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

VI. Word processing with Appleworks
- A. Review Unit C
- B. Review Appleworks and use the wordprocessing facility to work on exercises
  1. Hand out letters with errors to be typed
  2. Have the class type an essay on why they are here in class
- C. Assign Unit F

VII. Spreadsheets with Appleworks
- A. Review Unit F
- B. Review the Appleworks spreadsheet facility to work on exercises

VIII. Basic DOS workshop

IX. WordPerfect workshop
- A. Review DOS
- B. Introduce WordPerfect

X. AS EASY AS 123 Tutorial
- A. Review WordPerfect and answer any questions
- B. WordPerfect exercises
- C. Introduction to a Lotus clone - AS EASY AS 123 Tutorial

XI. AS EASY AS 123 workshop
- A. Review AS EASY AS 123
- B. Work on AS EASY AS 123 exercises
- C. Review for the post test

XII. Flex class
- A. Answer any questions on the class material
- B. Post test
- C. Evaluation
- D. Individual experimentation with any package

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DEFINITION OF A COMPUTER:

A computer is a programmable electronic device that can store, retrieve, and process data.

A program is a set of instructions to be carried out later.

Store - to put away for safekeeping or later use.
storing to a computer is also called writing.

Retrieve - to get and bring back.
retrieving to a computer is also called reading.

Process - calculate, compare, sort, organize, and/or arrange.

Data are facts or information.

TYPES OF COMPUTERS:

analog computers - operate using smooth, continuous changes in electricity. Ex. speedometer, thermometer

digital computers - use electrical signals that switch on and off. Ex. microcomputers

KINDS OF COMPUTERS:

Mainframe computers - large in size, can handle alot of work (contain a large amount of memory), very expensive (hundreds of thousands of dollars to more than a million), can have a terminal connected to them, can do more than one kind of at a time.

Minicomputers - medium in size, can handle much work, expensive (10 to 100 thousand dollars), can have terminal connected to them, can do more than one kind of job at a time.

Microcomputers (personal or home computers) - compact or portable, can handle a good amount of work, affordable (less than 6 thousand - some for only a few hundred dollars), can do only one kind of job at a time.

Minicomputers are smaller than mainframes and larger than microcomputers. Mainframes and minicomputers can communicate with other computers through telephone wires and the use of a modem. Microcomputers can also be used as terminals for mini and mainframe computers. Mini and mainframe computers with terminals are said to be using a time-sharing system.

THE MAIN PARTS OF A COMPUTER AND HOW A COMPUTER WORKS:

Central Processing Unit (CPU) - the heart of the computer. Made up of the control unit and the arith/logic unit. The CPU processes the information.

The Control Unit is a set of master programs that interprets the user's programs and supervises the overall operation of the computer.

The Arith/Logic Unit performs arithmetic operation and comparing operations.

The Memory Unit stores information. External and Internal - RAM and ROM.

The Input Unit accepts information. When the computer is ready to accept input from the keyboard an indicator called a cursor is displayed on the monitor to show where the next input will be printed.

The Output Unit gives out the processed information.

Software are computer programs.

Hardware are the machines or the computer itself.

COMMUNICATING WITH A COMPUTER

A program is a set of instructions that tell the computer what to do.
Programs must be written in a language that the computer understands.
There are many computer languages.
Each one is designed for a particular purpose.
Some examples are BASIC, COBOL, FORTRAN, PASCAL, Logo, PL1, RPG, etc.

BASIC - Beginners All-purpose Symbolic Instruction Code

Syntax - grammar, format, or structure of a programming language.

Programs are called software and can be purchased for specific brand of computer, and usually cannot be used on another brand. Purchased programs are sometimes called canned programs or application software.

HISTORY NOTES

I. CALCULATING MACHINES

ABACUS
one of the first tools used to express numbers
developed by the Chinese
still in use today

Blaise Pascal
developed the arithmetic machine
used gears to operate
could only do addition and subtraction

Charles Babbage
developed the analytical engine
contained the 4 main parts of a modern computer
(input, output, memory, and processing unit)
used punched cards to input information
never worked

Ada Augusta Byron Lovelace
First Woman Programmer
Convinced Babbage to use the binary number system
described how the Analytical Engine could be programmed

Herman Hollerith
developed the Tabulating Machine - used in the 1890 census
used punched cards successfully
developed the punched card - called Hollerith Card
Started a company we know today as IBM

II. Computers

Mark I
Electromechanical computer - used electricity and moving parts to operate
Developed at Harvard University - 1944

III. First generation of computers

used vacuum tubes
1,000 calculations per second

ENIAC
first digital computer - all electronic
developed at the University of PA
very large, gave off alot of heat, very expensive
used vacuum tubes to operate - over 18,000
300 times faster than the Mark I
had to be rewired to change programs

EDVAC
stored instructions and data

UNIVAC
first commercial computer - developed by IBM

IV. Second Generation of Computers
used transistors
10,000 - 1,000,000 calc. per sec.
magnetic core memory

First high-level language developed - FORTRAN
COBOL developed for the Department of Defense
BASIC developed at Dartmouth College
transistors developed by Bell Laboratories
less expensive, less electricity, less heat, smaller

V. Third Generation of Computers
used integrated circuits (IC)
1,000,000 - 10,000,000 calc. per sec.

Integrated circuit could be mass produced
less expensive and smaller (some table top size)
100 times faster than 2nd generation computers
1,000 times faster than 1st generation computers

VI. Fourth Generation of Computers
used integrated circuit chips (ICC)
10,000,000+ calculations per second

microcomputers, electronic games, pacemakers developed
less expensive, smaller, faster and more powerful

VII. Fifth Generation - Future of Computers
voice synthesizers
Artificial intelligence
ETC. !!!

DOS (DISC OPERATING SYSTEM)

I. Function keys: Located on the left side of the keyboard.

II. Special keys:

Esc - the escape key is usually located in the upper left corner of the typewriter area. (Note: on ours it is above the number pad)

Ctrl - used in conjunction with other keys

Alt - used in conjunction with the Ctrl key and others.

Capslock - allows you to generate upper case letters of the alphabet.

Numlock - used to change the function of the keys on numeric pad.

III. Warm boot : Ctrl-Alt-Del

IV. The following is called the prompt:

```
A>
```

When changing from the default drive A to drive B, you enter B: (Return). See ex. below:

```
A>B:(return)
B>
```

When changing to another drive, remember to type the letter of the drive and a colon.

V. Date/Time : You may change the date and the time when you boot up the system or you may also change them by entering the command to change them. (See example below)

Ex. 1. Changing the time.

```
A>Time
  Current time is 15:03:44.8
  Enter new time:
```

* Note: remember to enter time in military style!!!

Ex. 2. Changing the date.

```
A>Date
  Current date is Mon 9-16-1991
  Enter new date:
```

* Note: remember to enter date with slashes or dashes!!!

VI. DOS Commands

1. DIRectory : the command is DIR
   A>Dir will give you a list of all files on the disk in drive A.

   A>Dir B: will give you a list of the files on the disk in Drive B.

   A>Dir/P will pause at the end of every screen.

   A>Dir/W will give a wide display

2. CLS : clears the screen.
   A>cls

3. Ver : will give the DOS version in use.
   A>Ver

4. DELete : will delete a file from the disk.
   A>Del troy.fil

5. Erase : will erase a file from the disk.
   A>Erase Troy.fil

*Note: this will do the same as the DEL command.

6. Rename : will rename a file.
   A>Rename Troy.fill Sandy.fil

7. Copy : will copy a file from one disk to another.
   A>Copy Troy.fil B:
   *To make a backup----- A>Copy Troy.fil TroyBK.fil

8. Wildcard : the "*" and "?" are used as wildcards. It replaces anything in the name or ext. position.
   *copies anything in the A drive to the b drive
   A>Copy *.* B:

9. Format : prepares the disk for use in the IBM/IBM Compatible
   A>Format b:
   *place the target disk in the B drive and press enter.

Computer Connections used two primary resources for training:

Computer LIteracy by Caleb Crowell, Educational Design, NY, 1985.

Learning to Use Wordperfect by Shelby, Cashman, Gurgel, Quasney, Pratt; Boyd & Fraser, Boston, 1990.

COMPUTER CONNECTIONS

Quizzes, Exercises

Name: _____

Date: _____

I. 1-20 Multiple choice

1. You are working on a computer. The computer has asked you a question, and you have typed the answer. Your answer appears on the screen. How do you tell the computer that you are ready to go on?

   a. Press the cursor control key
   b. Press M for memory
   c. Press the RETURN key
   d. Don't do anything

2. The computer's long term memory is stored on _____.

   a. Chips
   b. A microprocessor
   c. A power supply
   d. A PC board

3. A chip contains _____.

   a. A clock
   b. A PC board
   c. An IC
   d. None of the above

4. Which is not the same?

   a. A desktop computer
   b. A microcomputer
   c. A minicomputer
   d. A personal computer

5. Elsie is thinking about buying a disk drive that handles double-sided, double-density diskettes. This kind of diskette

   a. Holds more than other disks
   b. Spins faster than other disks
   c. Cost less than other disks.
   d. Is bigger than other disks
   e. Has to do with the brand name

6. A diskette is the same as a

   a. Winchester
   b. Hard disk
   c. Disk drive
   d. floppy

7. The bill you receive at the checkout counter is an example of _____.

   a. Input
   b. Output
   c. Graphics
   d. An operator command

8. If I am to present a report to the class, I may use pie charts to pictorally show a comparison between several variables. A pie chart is an example of

   a. Graphics
   b. Integrated circuit
   c. An interface
   d. A modulator

9. A chip is made of _____.

   a. Graphite
   b. Silicon
   c. Silver
   d. Magnesium

10. If there is a power outage, the information in ROM

    a. is lost
    b. is not affected
    c. is transferred to ASCI code
    d. is transferred to a diskette

11. RAM is _____.

    a. Temporary
    b. Permanent
    c. also called a Winchester
    d. part of the hard drive

12. The bill you receive at the checkout counter is a/an

    a. "Soft copy"
    b. Lamination
    c. "Hardcopy"
    d. "Easycopy"

13. The proper way to change from the A DRIVE on the IBM to the B DRIVE is _____.

    a. B;
    b. B"
    c. B=
    d. B:

14. Which of the following is not included in the proper care of the diskette?

    a. Don't touch the windows
    b. Don't place in excessive heat
    c. Don't lay on the desk with other diskettes
    d. Don't place heavy objects on the diskettes

15. If you want to save a document that you have typed in WordPerfect, you will save it to _____.

    a. ROM
    b. RAM
    c. The microprocessor
    d. A diskette

16. Floppy disks can come in all the following sizes but _____.

    a. 7.0"
    b. 3.5"
    c. 5.25"
    d. 8.0"

17. If you want to begin a program, where do you type the command name?

    a. At the DOS prompt
    b. At the time prompt
    c. At the date prompt
    d. It begins by itself just like the apple

18. What is the difference between the Apple and the IBM?

    a. You cannot do both a warm boot and a cold boot on the IBM
    b. You cannot save your work on the Apple
    c. You need to jump start the IBM with a DOS disk
    d. There isn't any difference between the two

19. What does format mean?

    a. To prepare a disk for use with a specific system
    b. To save to your disk
    c. To destroy the disk itself
    d. To initialize the system

20. To link more than one PC to a printer you can use a/an

a. IC
b. Modulator
c. Winchester
d. A/B Switch Box

II. SHORT ANSWER (1-10)

1. If you are at the A> prompt and want to look at what's on the disk in the B DRIVE, but you only want the names of the files and not the times and dates, what would you type in?

_____

2. What command clears the screen? _____

3. What are the two WILD CARDS that we talked about in class?
A._____ B. _____

4. If you are at the A> prompt and want to copy the file TEST.WK1 to the B DRIVE, what would you type in?

_____

5. I want to rename TEST.WK1 as TESTBK.WK1. How do I do this?

_____

6. I also want to delete the file called GRADES1.PIC. How do I do this? _____

7. Name 4 things you don't do to a diskette.
(1)_____

(2)_____

(3)_____

(4)_____

8. What type of print is the following?

_____

1992 Fiscal Report					
for 1st Quarter					
		January	February	March	
INCOME					
Client payment		$28560.00	$34900.00	$40500.00	
Interest		$2000.00	$2000.00	$2000.00	
Donation		$3700.00	$2500.00	$4600.00	
Grants		$2500.00	$2500.00	$2500.00	
Totals					

For questions 1-5 refer to the spreadsheet above.

1. If I want to total January's income, which of the following would I use as the equation in C9

   a. sum(C5..C8)
   b. @sum(C5..C8)
   c. add(C5..C8)
   d. @add(C5..C8)

2. If I want to center the label "Jan" in cell C3, what would I type.

   a. 'Jan
   b. "Jan
   c. ^Jan
   d. Jan
   e. a or d

3. If I want to right justify the label Feb in cell D3, what would I type

   a. 'Feb
   b. "Feb
   c. ^Feb
   d. Feb

4. The highlight bar in Lotus 123 is called the

   a. cell
   b. cell module
   c. cell address
   d. cell pointer

5. If I total all donations for the 1st quarter the equation would look like which of the following

   a. @sum(C7 thru E7)
   b. @sum(C7..E7)
   c. Add(C7..E7)
   d. @sum(C7 to E7)

Questions 1-6 refer to WordPerfect

1. If your cursor is under the P in the word WordPerfect and you strike **Delete** key, which character will be deleted?

   _____

2. If your cursor is under the P in the word WordPerfect and you strike the **Backspace** key, which character will be deleted?

   _____

3. If your cursor is under the P in the word WordPerfect and you add a space, between which two letters will the space be placed?

   _____

4. If I want to add a blank line between the 2 sentences, such as in the following example what will I do.

   Today is Post-Test day.
   I hope you have fun doing this.

   a. Put your cursor under the T and return
   b. Put your cursor undet the I and return

5. To save and not exit in Wordperfect press

   a. F8
   b. F6
   c. F7
   d. F10

6. To save and exit press

   a. F5
   b. F6
   c. F7
   d. F9

Questions 1-2 refer to Databases

1. A collection of related items is called a

   a. group
   b. record
   c. field
   d. collective group

2. One of the related items is called a/an

   a. item
   b. area
   c. field
   d. block

COMPUTER CONNECTIONS

Sample Application Forms

COMPUTER CONNECTION APPLICATION FORM

1. Name [redacted] Date : 1/21/92

2. Address : 207 E. Main St.
RD2 Box A200
Belleville PA 17004
City State Zip

3. Phone No. : [redacted] Message No. _____

4. Social Security No. : [redacted]

5. How many children in the Mifflin County School District: 3

School	Age	Grades
Union Twp Elem.	9	3
"	7	2
Indian Valley Middle	13	8

6. I am interested in:

- ✓ Learning the basics about computers
- ___ Learning to type
- ___ Improving math and bookkeeping skills
- ___ Improving reading skills
- ✓ Receiving information to help me in purchasing a computer
- ___ Developing a program to help me work toward my GED
- ✓ Receiving career information
- ✓ Learning new skills for job advancement
- ✓ Learning word processing skills
- ✓ Learning programming skills
- ___ Learning language skills
- ✓ Learning business management skills
- ___ Other : _____

BEST COPY AVAILABLE

COMPUTER CONNECTION APPLICATION FORM

1. Name : [redacted] Date : 1-21-92

2. Address : RD# 6 Box 422B
LEWISTOWN
Pa 17044
City State Zip

3. Phone No. : [redacted] Message No. [redacted]

4. Social Security No. : [redacted]

5. How many children in the Mifflin County School District: 3

School	Age	Grades
Lewistown High	17	11th
Lewistown Middle	13	7th
Buchanan	12	5th

6. I am interested in:

- ✓ Learning the basics about computers
- ____ Learning to type
- ✓ Improving math and bookkeeping skills
- ____ Improving reading skills
- ____ Receiving information to help me in purchasing a computer
- ____ Developing a program to help me work toward my GED
- ✓ Receiving career information
- ✓ Learning new skills for job advancement
- ✓ Learning word processing skills
- ✓ Learning programming skills
- ✓ Learning language skills
- ✓ Learning business management skills
- ____ Other : _____

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COMPUTER CONNECTION APPLICATION FORM

1. Name : [redacted] Date : 1/21/92

2. Address : 47 Montgomery Ave

Lewistown Pa 17044
City State Zip

3. Phone No. : [redacted] Message No. [redacted]

4. Social Security No. : [redacted]

5. How many children in the Mifflin County School District: 2

School	Age	Grades
Lewistown Middle	12	6
T. H. Ward Elem.	9	3

6. I am interested in:

- ✓ Learning the basics about computers
- ✓ Learning to type
- ✓ Improving math and bookkeeping skills
- ___ Improving reading skills
- ___ Receiving information to help me in purchasing a computer
- ___ Developing a program to help me work toward my GED
- ✓ Receiving career information
- ✓ Learning new skills for job advancement
- ✓ Learning word processing skills
- ✓ Learning programming skills
- ___ Learning language skills
- ___ Learning business management skills
- ___ Other : _____

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COMPUTER CONNECTION APPLICATION FORM

1. Name : [redacted] Date : 1-21-92

2. Address : RD#1 Box 2726

McClure Pa 17841
City State Zip

3. Phone No. : [redacted] Message No. _____

4. Social Security No. [redacted]

5. How many children in the Mifflin County School District: 2

School	Age	Grades
I.U.H.S.	17	12th
I.U.H.S.	15	9th

6. I am interested in:

- X Learning the basics about computers
- ____ Learning to type
- ____ Improving math and bookkeeping skills
- ____ Improving reading skills
- ____ Receiving information to help me in purchasing a computer
- ____ Developing a program to help me work toward my GED
- ____ Receiving career information
- ____ Learning new skills for job advancement
- ____ Learning word processing skills
- ____ Learning programming skills
- ____ Learning language skills
- ____ Learning business management skills
- ____ Other : _____

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COMPUTER CONNECTIONS

Student Comments: Why are you enrolling in Computer Connections?

[redacted]

Just to obtain the knowledge and working of a computer. To be able to communicate with my children about computers. To also be knowledged with computers for even a furture work.

To be able to communicate with my children about their computer experiences at school. To gain some basic knowledge about computers in the event that I'll be working with a computer someday myself.

[redacted]

[redacted]

I entered Computer Class for three major reasons.

1. My Computer before Entering into School
2. May be the only Job I could have
3. To help My Children.

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[redacted]

I want to learn how to use the computer competently, so that I can volunteer to help the computer classes at ~~the~~ my children's school (Sacred Heart).

Also, with the computer age and so much use of computers in the workplace, a working knowledge of how to use computers would be invaluable should I decide to go back to work.

I want to learn more about Computers because they are becoming more and more introduced into the work place. I wanted to be a more valuable employee Also it bothers me that everyone seems to Know alot more about computers than I do and I don't want to be left behind

[redacted]ER

1. LEARN - TO WORK AND UNDERSTAND A COMPUTER
2. MY SON WANTS A COMPUTER FOR XMAS, I WOULD LIKE TO KNOW ABOUT COMPUTERS
3. I WOULD LIKE TO GO TO COLLEGE LATER ON, ~~I THINK~~ COMPUTERS WOULD BE A STEP THAT WAY

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COMPUTER CONNECTIONS

Pre and Post Test Samples

Name : [redacted]

Pre test

Date : 1-14-92

I. 1-20 Multiple choice

1. You are working on a computer. The computer has asked you a question, and you have typed the answer. Your answer appears on the screen. How do you tell the computer that you are ready to go on?

a. Press the cursor control key
b. Press M for memory
(c.) Press the RETURN key
d. Don't do anything

2. The computer's long term memory is stored on _____.

(a.) Chips
b. A microprocessor
c. A power supply
d. A PC board

3. A chip contains _____.

a. A clock
b. A PC board
c. An IC
(d.) None of the above

4. Which is not the same?

a. A desktop computer
(b.) A microcomputer
c. A minicomputer
d. A personal computer

5. Elsie is thinking about buying a disk drive that handles double-sided, double-density diskettes. This kind of diskette _____

(a.) Holds more than other disks
b. Spins faster than other disks
c. Cost less than other disks
d. Is bigger than other disks
e. Has to do with the brand name

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6. A diskette is the same as a

a. Winchester
b. Hard disk
c. Disk drive
d. floppy

7. The bill you receive at the checkout counter is an example of _____.

a. Input
b. Output
c. Graphics
d. An operator command

8. If I am to present a report to the class, I may use pie charts to pictorally show a comparison between several variables. A pie chart is an example of

a. Graphics
b. Integrated circut
c. An interface
d. A modulator

9. A chip is made of _____.

a. Graphite
b. Silicon
c. Silver
d. Magnesium

10. If there is a power outage, The information in ROM

a. Is lost
b. Is not affected
c. Is transfered to ASCI code
d. Is transfered to a diskette

11. RAM is _____.

a. Temporary
b. Permanent
c. also called a Winchester
d. part of the hard drive

12. The bill you receive at the checkout counter is a/an

a. "Soft copy"
b. Lamination
c. "Hardcopy"
d. "Easycopy"

13. The proper way to change from the A DRIVE on the IBM to the B DRIVE is ___.

a. B;
b. B"
c. B=
d. B:

14. Which of the following is not included in the proper care of the diskette?

a. Don't touch the windows
b. Don't place in excessive heat
c. Don't lay on the desk with other diskettes
d. Don't place heavy objects on the diskettes

15. If you want to save a document that you have typed in Appleworks, You will write it to _____.

a. ROM
b. RAM
c. The microprocessor
d. A diskette

16. Floppy disks can come in all the following sizes but _____.

a. 7.0"
b. 3.5"
c. 5.25"
d. 8.0"

17. If you want to begin a program, where do you type the command name?

a. At the DOS prompt
b. At the time prompt
c. At the date prompt
d. It begins by itself just like the apple

18. What is the difference between the Apple and the IBM?

a. You cannot do both a warm boot and a cold boot on the IBM
b. You cannot save your work on the Apple
c. You need to jump start the IBM with a DOS disk
d. There isn't any difference between the two

19. What does format mean?

a. To prepare a disk for use with a specific system
b. To save to your disk
c. To destroy the disk itself
d. To initialize the system

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9. To link more than one PC to a printer you can use a/an
a. IC
b. Modulator
c. Winchester
d. A/B Swith Box

II. SHORT ANSWER (1-10)

1. If you are at the A> prompt and want to look at what's on the di
In the B DRIVE, but you only want the names of the files and not
the times and dates, What would you type in?

MENU

2. What command clears the screen? ERASE

3. What are the two WILD CARDS that we talked about in class?

Ace+Deuce

4. If you are at the A> prompt and want to copy the file TEST.WK1 t
the B DRIVE, What would you type in?

COPY

5. I want to rename TEST.WK1 as TESTBK.WK1. How do I do this?

Erase retype

6. I also want to del the file called GRADES1.PIC. How do I do thi

Delete

7. Name 4 things you don't do to a diskette.

(1) Warm it

(2) Write on it

(3) Magnetize it

(4) Sit on it

8. What key do you press to get the Word Attack Plus menu?

Enter

9. What do you press in Appleworks to get a list of the command.
HINT - 2 keys at the same time!!

Shift-apple

10. What type of print is the following?

Pin print

Name : [redacted]

Date : 2-7-92 Post test

I. 1-20 Multiple choice

1. You are working on a computer. The computer has asked you a question, and you have typed the answer. Your answer appears on the screen. How do you tell the computer that you are ready to go on?

a. Press the cursor control key
b. Press M for memory
(c.) Press the RETURN key
d. Don't do anything

2. The computer's long term memory is stored on _____.

(a.) Chips
b. A microprocessor
c. A power supply
d. A PC board

3. A chip contains _____.

a. A clock
b. A PC board
c. An IC
(d.) None of the above

4. Which is not the same?

a. A desktop computer
b. A microcomputer
(c.) A minicomputer
d. A personal computer

5. Elsie is thinking about buying a disk drive that handles double-sided, double-density diskettes. This kind of diskette

(a.) Holds more than other disks
b. Spins faster than other disks
c. Cost less than other disks
d. Is bigger than other disks
e. Has to do with the brand name

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b. Hard disk
c. Disk drive
d. floppy

7. The bill you receive at the checkout counter is an example of _____.

a. Input
b. Output
c. Graphics
d. An operator command

8. If I am to present a report to the class, I may use pie charts to pictorally show a comparison between several variables. A pie chart is an example of

a. Graphics
b. Integrated circut
c. An interface
d. A modulator

9. A chip is made of _____.

a. Graphite
b. Silicon
c. Silver
d. Magnesium

10. If there is a power outage, The information in ROM

a. Is lost
b. Is not affected
c. Is transfered to ASCI code
d. Is transfered to a diskette

11. RAM is _____.

a. Temporary
b. Permanent
c. also called a Winchester
d. part of the hard drive

12. The bill you receive at the checkout counter is a/an

a. "Soft copy"
b. Lamination
c. "Hardcopy"
d. "Easycopy"

the B DRIVE is ___.

a. B;
b. B"
c. B=
d. B:

14. Which of the following is not included in the proper care of the diskette?

a. Don't touch the windows
b. Don't place in excessive heat
c. Don't lay on the desk with other diskettes
d. Don't place heavy objects on the diskettes

15. If you want to save a document that you have typed in Appleworks, You will write it to _____.

a. ROM
b. RAM
c. The microprocessor
d. A diskette

16. Floppy disks can come in all the following sizes but _____.

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d. 8.0"

17. If you want to begin a program, where do you type the command name?

a. At the DOS prompt
b. At the time prompt
c. At the date prompt
d. It begins by itself just like the apple

18. What is the difference between the Apple and the IBM?

a. You cannot do both a warm boot and a cold boot on the IBM
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d. There isn't any difference between the two

19. What does format mean?

a. To prepare a disk for use with a specific system
b. To save to your disk
c. To destroy the disk itself
d. To initialize the system

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b. Modulator
c. Winchester
(d.) A/B Swith Box

If more than one
To hook more than one computer to a printer
you can use

II. SHORT ANSWER (1-10)

1. If you are at the A> prompt and want to look at what's on the DIR in the B DRIVE, but you only want the names of the files and not the times and dates, What would you type in?

~~A>~~ dir B

2. What command clears the screen? CLS

3. What are the two WILD CARDS that we talked about in class?

~~*.*~~ ?

4. If you are at the A> prompt and want to copy the file TEST.WK to the B DRIVE, What would you type in?

~~A>Copy Test.WK1~~ A> B:Test.WK1

5. I want to rename TEST.WK1 as TESTBK.WK1. How do I do this?

A> Rename Test.WK1 TestBk.W1

6. I also want to del the file called GRADES1.PIC. How do I do

A> DEL GRADES1.PIC

7. Name 4 things you don't do to a diskette.

(1) Put heavy objects on them
(2) Put in direct sunshine
(3) Get near a magnet
(4) Dont bend them
Don't lay on Top of the computer

8. What key do you press to get the Word Attack Plus menu?

~~help~~ escape

9. What do you press in Appleworks to get a list of the command. HINT - 2 keys at the same time!!

Open apple ~~control Reset~~ C

10. What type of print is the following?

dot matrix

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COMPUTER CONNECTIONS

Participants' Comments and Evaluations

December 12,1991

Mr. Troy Scott;

Dear Troy,
I want to thank you so much for your time and effort in teaching this class. I have really enjoyed learning from you. It has been a pleasure coming to Lewistown two nights a week. I marvel at your capabilities with the computer. I hope I haven't tried your patience too much. Thanks again.

Sincerely,
[redacted]

Computer Connection Student

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COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

Not feeling stupid if I didn't know how to do something and feeling like I accomplished alot by the last week was the best feeling I had.

2. Describe one thing you would add to this class if you were taking it over again.

I would add more games to put me at ease with the keyboard/screen interaction.

3. Describe one thing you would drop from this class if you were taking it over again.

I would not drop anything, it was very enjoyable.

4. In a short paragraph, summarize your feelings about completing this class.

I had a great time learning because before I didn't know anything about the computer. Now I hear a word or phrase about them and I say "Hey I know that!" My husband says I'm obsessed now and I'm looking forward to buying my first computer and knowing what I'm doing - a little bit!!

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

The actual use of the computers.

2. Describe one thing you would add to this class if you were taking it over again.

I think every thing went well. No complaints.

3. Describe one thing you would drop from this class if you were taking it over again.

4. In a short paragraph, summarize your feelings about completing this class.

I enjoyed taking this class to become familiar with computer and what my children possibly are doing with computers in school. The instructor, Troy, did an excellent job involving us in actual situations with the computers.

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COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

Working on the IBM, with Word perfect and Lotus 123. Also learning about how the computer works.

2. Describe one thing you would add to this class if you were taking it over again.

To work with the IBM longer because it is used most in the work force.

3. Describe one thing you would drop from this class if you were taking it over again.

Apple works

4. In a short paragraph, summarize your feelings about completing this class.

It helped me to understand how the computer works and how to use them. The teacher was very helpful.

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class. It taught me how to use a computer, and the hands on training

2. Describe one thing you would add to this class if you were taking it over again. Nothing

3. Describe one thing you would drop from this class if you were taking it over again. Nothing

4. In a short paragraph, summarize your feelings about completing this class.
I enjoyed the class and the rest of the students. I would recament it to other people who wants to learn about computers. I feel the class did me a lot of good

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COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I liked the "hands on" experience with the computers best.

2. Describe one thing you would add to this class if you were taking it over again.

I cannot think of anything I would add, except more practice time.

3. Describe one thing you would drop from this class if you were taking it over again.

I would drop the computer set up demonstration.

4. In a short paragraph, summarize your feelings about completing this class.

I feel very good about completing the class. I do not feel so intimidated by computers now. I still have a lot to learn, but the basics learned here and the material in the handouts are a very good foundation and springboard to further skills.

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class. The Adult students got to learn together.

2. Describe one thing you would add to this class if you were taking it over again. More time on one type of Computer (IBM).

3. Describe one thing you would drop from this class if you were taking it over again. I wouldn't drop anything from the Class, it could have been longer.

4. In a short paragraph, summarize your feelings about completing this class.

It was fun learning about all Computer (Apple, Macintosh, IBM) the teacher was very nice. I enjoy being with other Adult student Maybe in the future I'll take another Class.

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COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class. The one thing I liked about the class was the way things were explained and how questions were encouraged. The time of two hours was also good. The variety of programs.

2. Describe one thing you would add to this class if you were taking it over again. I would add more hands on with the computer as in more time on certain programs

3. Describe one thing you would drop from this class if you were taking it over again. I would drop going over so many papers. Just to read on your own and ask questions

4. In a short paragraph, summarize your feelings about completing this class.

I feel like I have a pretty good start with the computer. I think I could help my daughter now and also work on things for myself. After this class it really makes me interested in computers.

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COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I liked learning about the different types of computers and their control keys, and understanding them more.

2. Describe one thing you would add to this class if you were taking it over again.

I would add being able to physically sit down and using the computers with guidance by yourself.

3. Describe one thing you would drop from this class if you were taking it over again. Nothing

4. In a short paragraph, summarize your feelings about completing this class. I've learned alot about computers and how to get in and out of them. I also learned they are not as complicated as I thought they were. I also enjoyed Prof. he was clear in his terminology and I could understand what he was talking about.

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I liked learning how to use the IBM computer.

2. Describe one thing you would add to this class if you were taking it over again.

more time with IBM computer and printe

3. Describe one thing you would drop from this class if you were taking it over again.

taking the quizzes.

4. In a short paragraph, summarize your feelings about completing this class.

I feel that I know more about computers than when I first started. I enjoyed learning about the different parts of a computer.

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COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class. I learned more about the Compute

2. Describe one thing you would add to this class if you were taking it over again.
more time

3. Describe one thing you would drop from this class if you were taking it over again.
Nothing

4. In a short paragraph, summarize your feelings about completing this class.
Your husband doesn't teach as well as a stranger. He was basic teaching — up to learning hard things that you can do on the computer. Troy is very patient and loves his job. I learned more about what was inside the computer. What the keys are for on the Keyboard.

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class. I enjoyed the basics, understanding the parts of the computer, what they do etc. to give me a better understanding of the machines

2. Describe one thing you would add to this class if you were taking it over again. I wish there could be more time with word perfect, as well as changing disks, also more time with DOS.

3. Describe one thing you would drop from this class if you were taking it over again. I would enjoy spending less time on the Apple programs and move on the IBM.

4. In a short paragraph, summarize your feelings about completing this class. I think I feel more comfortable with computers and am willing to try but I still feel a bit reluctant about losing programs ie if I don't know what to do I will wait for instructions rather than pressing keys to try to move along. However I do understand the machines better & am glad for that.

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TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

The thing I liked about this class is that it has been a step by step process. Tailored to the individual, it never assumed anything.

2. Describe one thing you would add to this class if you were taking it over again.

The Typing tutorial would be helpful to those not familiar with the keyboard.

3. Describe one thing you would drop from this class if you were taking it over again.

Dropping the test would be nice. However ona more pratical note. Barb Goss is a wonderful Person, but having her class in the same Room is a distraction

4. In a short paragraph, summarize your feelings about completing this class.

I have appreciated the fact that this Class was offered free. That it was open to any one, even working people that could come at night. I never felt Stupied, I was treated as an adult with respect and patience. Trey's background in Education make the diffence. Not everyone can teach.

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TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I liked the mix of book work and hands on experience.

2. Describe one thing you would add to this class if you were taking it over again.

More info with IBM + IBM compatibles.

3. Describe one thing you would drop from this class if you were taking it over again.

I would probably say drop the apple segment and focus on IBM + IBM Compatible.

4. In a short paragraph, summarize your feelings about completing this class.

Basically, I am satisfied with the introduction to computers and computer language. I admit that I came to this course with the idea of gaining knowledge to begin my quest for computers. I realize this wasn't the exact design intended. Thankyou for the opportunity.

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TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

Working With the Computer.

2. Describe one thing you would add to this class if you were taking it over again.

3. Describe one thing you would drop from this class if you were taking it over again.

4. In a short paragraph, summarize your feelings about completing this class.

I Feel very good about completing this class.

TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

THE FACT ~~THAT~~ WE ALL CAME IN ON ABOUT ~~THE~~ SAME LEVEL. NOONE WAS EVER EITHER WAY BEHIND OR AHEAD OF ~~THE~~ GROUP. PERHAPS LUCK WAS ALL.

2. Describe one thing you would add to this class if you were taking it over again. MORE COMPUTERS PAIRING-UP WAS DIFFICULT IN SUCH CLOSE QUARTERS.

3. Describe one thing you would drop from this class if you were taking it over again. NOTHING. EVEN ~~THO~~ IT'S ~~THE~~ IBM I'M MOST INTERESTED IN, AS A PARENT OF SCHOOL AGE CHILDREN IT'S BEEN HELPFUL LEARNING ABOUT ~~THE HARDWARE~~ USED MOST OFTEN IN SCHOOL

4. In a short paragraph, summarize your feelings about completing this class.

ALTHOUGH I USED A COMPUTER IN ~~THE~~ WORKPLACE, IT ~~HAS~~ BEEN OVER TEN YEARS. I NOW FEEL I ~~HAVE~~ ENOUGH GENERAL KNOWLEDGE TO SIT DOWN AT OUR PC AND BE CONFIDENT ~~THAT~~ I CAN DO SOMETHING WITH IT.

TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I liked the opportunity to be able to use the different computers and to see the practical uses & differences in them.

2. Describe one thing you would add to this class if you were taking it over again.

I didn't understand Dos and what it did for a long time. Perhaps, Troy could explain what the disks are before/as we are putting them in the computer's drive.

3. Describe one thing you would drop from this class if you were taking it over again.

Nothing - I thought the course was very good!

4. In a short paragraph, summarize your feelings about completing this class.

I feel more confident in using the computers, so that when I go into my children's school to help with computer class, I can feel that I know something about it. (esp. when the computer locks up, as it did one time when I went in).

TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.
I liked the ease and related attitude to which we all shared as a group.

2. Describe one thing you would add to this class if you were taking it over again.
One thing would To setup and make more detailed Records, Charts and Records of offices.

3. Describe one thing you would drop from this class if you were taking it over again.
I would not drop anything from this class every thing is basic to put the program together.

4. In a short paragraph, summarize your feelings about completing this class.
It has been a very interesting time of learning and studing the world of computers. I have learned alot and fill there is alot more to learn, in a way I fill a little sad to be finished.

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TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

WORKING ON THE COMPUTERS AND LEARNING HOW TO RUN THEM.

2. Describe one thing you would add to this class if you were taking it over again.

MORE TIME WITH THE IBM MACHINES

3. Describe one thing you would drop from this class if you were taking it over again.

LESS TIME WITH THE GAMES WE DID ON THE APPLE.

4. In a short paragraph, summarize your feelings about completing this class.

THIS CLASS WILL HELP ME UNDERSTAND WHAT MY SON IS DOING IN SCHOOL, WITH COMPUTER. I ALSO feel it will help ME AT A LATER DATE, IF I go TO business SCHOOL.

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TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I enjoyed the games

2. Describe one thing you would add to this class if you were taking it over again.

More emphasis on the keyboard

3. Describe one thing you would drop from this class if you were taking it over again.

If we were distracting having the class in class we could work on projects when we were finished. So if we could have work at home

4. In a short paragraph, summarize your feelings about completing this class.

I wanted to have more time doing more projects on the computer. If each student would have to write to use a set of instructions and complete a project

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TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

I liked two things about the class. It was free and we got to use the computers.

2. Describe one thing you would add to this class if you were taking it over again.

I would try to have one person to a computer. you learn better if you do it yourself.

3. Describe one thing you would drop from this class if you were taking it over again.

4. In a short paragraph, summarize your feelings about completing this class.

I hope I have managed to learn Something and I would like to maybe take another class.

TASK # 5

COURSE EVALUATION FORM

Please answer all of the following questions in complete sentences.

1. Describe the one thing you liked best about the class.

Working on the I. B.M.

2. Describe one thing you would add to this class if you were taking it over again.

More time on the I. B. M.

3. Describe one thing you would drop from this class if you were taking it over again.

nothing

4. In a short paragraph, summarize your feelings about completing this class.

I feel I know alot more about computers and software than I did 6 weeks ago.

COMPUTER CONNECTIONS

Publicity/Public Relations

"COMPUTER CONNECTIONS"

COMPUTER LITERACY SKILLS FOR PARENTS

Learn the basic functions and operations of computers

Understand the computer experiences your children have in school

TUESDAY/THURSDAY - 7-9 P.M.
Begins November 5

Adult Education and Job Training Center
1020 Belle Vernon Avenue
Lewistown, PA 17044

Call to register 248-4942

FREE

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Sent to: County Observor - Bulletin Week of 10/29
The Sentinel - Caldendar 10/28, 29,30
Port Royal Times - Week of 10/28
Juniata Sentinel - Week of 10/28
WJUN Radio - Week of 10/28/91
WCHX - Week of 10/28/91
WMRF-WIEZ - Week of 10/28/91
WKVA - Week of 10/28/91
WQJU - Week of 10/28/91

"Computer Connections" - Computer Literacy Skills for Parents. Understand the computer experiences your children have in school. Free. Tuesday/Thursday 7:00 - 9:00 PM. Begins November 5, 1991. Call Adult Education and Job Training Center for registration 248-4942.

Juniata-Mifflin Vo-Tech School (717) 248-4942 | 1020 BelleVernon Avenue (717) 242-1423 | Lewistown, PA 17044 (717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

Sent to:
County Observor
The Sentinel
Port Royal Times
Juniata Sentinel
WJUN Radio
WCHX Radio
WMRF-WIEZ
WKVA
WQJU

News Release 10/22/91

Computer Connections

A new program begins November 5 at the T.I.U. Adult Education and Job Training Center in Lewistown.

Computer Connections is a family literacy project for parents. The project will teach computer literacy skills to parents so that they can understand and relate to their children's in-school learning experiences. In our present computer age, parents who have not had the opportunity of hands-on computer experience often feel intimidated by their children's computer knowledge. "Computer Connections" will eliminate parents' fears and help parents to support their children's efforts.

The program is offered free to any parents or others interested in computers and education. Classes run for 6 weeks beginning November 5 on Tuesday and Thursday evenings from 7 - 9 PM. Funding for this project is from the Pennsylvania Department of Education special adult education project. To register or for more information call 248-4942.

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Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Co-ordinator

ADELE T. CRAIG
JTPA Director

To: Telemedia Company
TCI Cable Co.

"COMPUTER CONNECTIONS"

FREE
Begins November 5, 1991

Computer Literacy Skills for Parents

248-4942

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TELEMEDIA CO.
TCI CABLE CO.

PLEASE RUN THROUGH JANUARY 8, 1992

"COMPUTER CONNECTIONS"
FREE
Begins January 14, 1992
Computer Literacy Skills for Parents
248-4942

Juniata-Mifflin Vo-Tech School 1020 BelleVernon Avenue Lewistown, PA 17044
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TO: COUNTY OBSERVER
THE SENTINEL
PROT ROYAL TIMES
JUNIATA SENTINEL
WJUN RADIO
WCHX RADIO
WMRF-WIEZ RADIO
WKVA RADIO
WQJU RADIO

News Release: DECEMBER 16, 1991

Computer Connections

A computer literacy program begins January 14 at the T.I.U. Adult Education and Job Training Center in Lewistown.

Computer Connections is a family literacy project for parents. The project will teach computer literacy skills to parents so that they can understand and relate to their children's in-school learning experiences. In our present computer age, parents who have not had the opportunity of hands-on computer experience often feel intimidated by their children's computer knowledge. "Computer Connections" will eliminate parents' fears and help parents to support their children's efforts.

The program is offered free to any parents or others interested in computers and education. Classes run for 6 weeks beginning January 14 on Tuesday and Thursday evenings from 7 - 9 PM. Funding for this project is from the Pennsylvania Department of Education special adult education project. To register or for more information call 248-4942.

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COUNTY OBSERVER - BULLETIN - 12/17, 12/31, 1/7
THE SENTINEL - CALENDAR - 1/2, 1/3, 1/4
PORT ROYAL TIMES - WEEK OF 12/16, 1/6 - NEWS ITEM - NO CHARGE
JUNIATA SENTINEL - WEEK OF 12/16, 1/6 - NEWS ITEM - NO CHARGE
WJUN; WQJU; WCHX; WMRF-WIEZ; WKVA - PLEASE ANNOUNCE WEEK OF 12/16 AND 1/6

"Computer Connections" - Computer Literacy Skills for Parents. Understand the computer experiences your children have in school. Free. Tuesday/Thursday 7:00 - 9:00 PM. Begins January 14, 1992. Call Adult Education and Job Training Center for registration 248-4942.

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COMMUNITY CALENDAR

Observer

JANUARY 1992

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
85		•Computer Connection classes begin at Adult Ed Ctr. Ph. 248-4942 for info. •Bingo to benefit M.C. Jr. Babe Ruth, 7 p.m., at Armory. •M.C. Accessibility Awareness Organization mtg., 6:30 p.m. at M.C. Courthouse. •Winter Forum on 'Christians Coping With Stress,' 7:30, at Watts U. Meth. Ch., Belleville.		•Well Spouse Foundation mtg., 1 p.m. at Golden Corral Steak House. •Countywide Spelling Bee, 7:30, at Indian Valley Middle School. •Yeagertown Sesquicentennial mtg., 7 p.m., at the Yeag. U. Meth. Ch.	•M.C. Assn. of School Retirees mtg., noon, Holiday Inn.	•Hoop Shoots. 1) Registration begins at 8:30 a.m. for the Elks Club Shoot at LHS. 2)Knights of Columbus Free-Throw Contest at YMCA. •B.S. Klondike Derby, 8:30 a.m. at the 7 Mtns. Scout Camp.
12	13	14	15	16	17	18

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Obituaries

/ER--Wednesday, October 30, 1991

'Computer Connections' Begin At Adult Center

A new program begins November 5 at the TIU Adult Education and Job Training Center in Lewistown.

Computer Connections is a family literacy project for parents. The project will teach computer literacy skills to parents so that they can understand and relate to their children's in-school learning experiences. In the present computer age, parents who have not had the opportunity of hands-on computer experience often feel intimidated by their children's computer knowledge. "Computer Connections" will eliminate parents' fears and help parents to support their children's efforts.

The program is offered free to any parents or others interested in computers and education. Classes run for six weeks beginning November 5 on Tuesday and Thursday evenings from 7 to 9 p.m. Funding for this project is from the Pennsylvania Department of Education special adult education project.

To register or receive more information, call 248-4942.

Computer literacy program starting

LEWISTOWN — A computer literacy program starts Jan. 14 at the TIU Adult Education and Job Training Center, Lewistown.

The program is free to parents or others intersted in computers and education.

Classes are 7-9 p.m. Tuesdays and Thursdays for six weeks.

Funding for this project is from the Pennsylvania Department of Education special adult education project. To register or for more information, call 248-4942.

Sentinel - 12/27/91

The Tuscarora Intermediate Unit 11 is an equal opportunity educational service agency and will not discriminate on the basis of race, color, national origin, ancestry, sex, handicap, age or religion in its activities, educational and vocational programs or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973 and the Pennsylvania Human Relations Act of 1955 as amended. For information regarding civil rights or grievance procedures, contact Jacqueline Vocke, Equal Rights and Opportunity Coordinator, at Tuscarora Intermediate Unit 11, RR 1, Box 70A, McVeytown, PA 17051, Phones: 814-542-2501 or 717-899-7143.